

Lockport City School District

Grade 4 Expository Writing Task and Rubric

Directions:

Writers will create a digital poster, brochure, or commercial that reveals what they have learned about a selected region of the United States through the research process.

Successful writers will:

- Maximize each phase of the research process
- State a relevant main idea and include details in their work that support it
- Use facts from varied sources
- Use sequencing to organize their final product in a clear and meaningful way
- Include visual displays within the work that are clearly connected to the information provided
- Choose words that are sophisticated, clear, and concise
- Demonstrate sentence fluency by varying the length and the type of sentences that they use
- Select technology tools that enable them to create and share compelling final products with a wide audience
- Use correct spelling, punctuation, and mechanics

RUBRIC

IDEAS	WRITER'S VOICE	ORGANIZATION
<p>EXPERIENCED_____</p> <p>My writing is fascinating. It sparks my readers' curiosities.</p> <p>My main idea is meaningful and focused.</p> <p>The details I include are insightful and deepen my reader's understanding of the main idea and appreciation for my topic. My facts come from varied sources.</p>	<p>EXPERIENCED_____</p> <p>My writing has a unique flavor. The reader can hear me or my speaker in this piece.</p> <p>The tone of my writing expresses my feelings or those of the speaker I created. I really move my readers.</p> <p>I use details that add emotion and reveal age or geographic location or historical setting.</p>	<p>EXPERIENCED_____</p> <p>My writing unfolds in a compelling way. I sequence the information I share in a way that is interesting.</p> <p>I grab the reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader.</p> <p>I add details and clues in just the right places.</p> <p>My visuals enhance my reader's understanding of the topics I explore.</p>
<p>DEVELOPING_____</p> <p>My writing is descriptive. It provides details about my topic.</p> <p>My main idea is taking shape, but I'm still not completely sure about what it might be.</p> <p>The details I include tell my reader important facts about my main idea. My facts come from two different sources.</p>	<p>DEVELOPING_____</p> <p>My writing focuses more on telling rather than showing, and as a result, the reader doesn't hear me or my speaker as much in this piece.</p> <p>Some feelings are expressed, but my readers won't react to what I've written in any way.</p> <p>I add some details that reveal emotion, age, or geographic location or historical setting.</p>	<p>DEVELOPING_____</p> <p>My writing unfolds in a predictable way. It has a clear beginning, middle, and end.</p> <p>Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.</p> <p>My visuals support my main idea and details.</p>
<p>BEGINNING_____</p> <p>My writing is vague. I don't know enough about my topic yet.</p> <p>My main idea is unclear. I'm still thinking-aloud on paper.</p> <p>Missing details make it hard for my reader to identify or understand my main idea. My facts come from a single source.</p>	<p>BEGINNING_____</p> <p>I don't know enough about my speaker or my own thoughts yet, so readers can't connect to a voice of any kind.</p> <p>It seems that I don't have any feelings about this topic.</p> <p>I don't include details that reveal mood, age, geographic location, or historical setting.</p>	<p>BEGINNING_____</p> <p>My writing is confusing. It doesn't include a hook, the body of my work may be jumbled, or my conclusion might be rushed or missing.</p> <p>Details are missing or out of place.</p> <p>My reader might be uncertain how my visuals connect to the information I share.</p>

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p>EXPERIENCED_____</p> <p>My writing includes rich, precise words.</p> <p>My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p>EXPERIENCED_____</p> <p>My writing is meant to be read aloud. It sounds wonderful!</p> <p>I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p> <p>All unnecessary details have been removed.</p>	<p>EXPERIENCED_____</p> <p>My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>
<p>DEVELOPING_____</p> <p>My writing includes correct words.</p> <p>My words may not capture my reader's attention. They aren't striking or specific to my purpose.</p> <p>My words might be over-used or too flowery.</p>	<p>DEVELOPING_____</p> <p>My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>Most of my sentences follow the same pattern.</p> <p>I have used more words than I needed to.</p>	<p>DEVELOPING_____</p> <p>My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>
<p>BEGINNING_____</p> <p>My writing includes misused words.</p> <p>My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not be able to see, hear, or feel anything.</p> <p>I use the same words over and over again.</p>	<p>BEGINNING_____</p> <p>My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p> <p>I use inappropriate words in this piece.</p>	<p>BEGINNING_____</p> <p>Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

	Experienced ____	Developing ____	Beginning ____
Writing Process	<p>--I invest myself in brainstorming, taking the time to generate a wide range of ideas before pursuing one.</p> <p>--As I am drafting, I intentionally create a purposeful voice for my piece, and I consider how to organize my work best.</p> <p>--I participate in peer-review by providing feedback in strategic ways.</p> <p>--My work reflects deep revision of thought and process.</p> <p>--I seek to publish my work in a variety of venues.</p>	<p>--I brainstorm when it is expected of me and select the most predictable and acceptable idea.</p> <p>--My drafts follow an organizational structure provided to me by others. I'm still trying to decide how my writing should sound.</p> <p>--I ask others to tell me how to improve my work.</p> <p>--Improvements in my work are mostly around conventions and organization.</p> <p>--I publish my work when I am asked to do so.</p>	<p>--My writing is usually based upon my first thoughts and ideas.</p> <p>--My draft answers the question or prompt provided to me, but it may be disorganized or lack appropriate voice.</p> <p>--My final copy is nearly identical to my rough draft.</p> <p>--My final copy isn't ready for publication yet.</p> <p>--I don't share my work with other people.</p>
Technology Integration	<p>--I use what I know about technology tools to choose the best tool for my given purpose, without any help from my teacher.</p> <p>--I use selected technology tools to explore my chosen topic in ways that I would not otherwise be able to.</p> <p>--I use selected technology tools to create something compelling, distinct, and meaningful to a wider audience.</p> <p>--I use selected technology tools to share my work with an audience beyond my school district, and I use what I learn from their feedback to make my work better.</p>	<p>--My teacher helps me select and use technology tools that connect with my purposes.</p> <p>--I learn about my chosen topic from my teacher and the research that I do using the varied resources provided to me</p> <p>--I use the technology tools chosen by my teacher to create something interesting that I would not have been able to create otherwise</p> <p>--I use selected technology tools to share my work with an audience.</p>	<p>--I use the single technology tool suggested to me by my teacher.</p> <p>--I learn about my chosen topic from my teacher and one other resource that is provided to me</p> <p>--I use the technology tools chosen by my teacher to create something very similar to a product that might have been created using pencil and paper.</p> <p>--I am learning how I can share my work with an audience using technology tools.</p>

COMMENTS: